

THE INFLUENCE OF THE PRINCIPAL'S MANAGERIAL COMPETENCE, WORK CLIMATE AND TEACHER'S SELF CONCEPT

JURNAL KEPEMIMPINAN PENDIDIKAN

2025, Vol. 8(1) PAGE 1060 – 1069

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p-ISSN 2086-2881

e-ISSN 2598-621

SUMINAR

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ABSTRACT

The purpose of this study is to analyze, test and find out: the influence of the principal's managerial competence, work climate and teacher's self-concept on the performance of public elementary school teachers in Karawaci District, Tangerang City. The method used in this study is a causal survey method with a path analysis technique. The population in this study is all elementary school teachers in State Elementary School in Karawaci District, Tangerang City, totaling 180 teachers with a sample of 124 teachers taken based on proportional random sampling. The analysis technique used is the path analysis technique. Based on the results of the analysis, it is known: 1) There is a direct positive and significant influence of the principal's managerial on teacher performance; 2) There was a direct positive and significant influence of work climate on teacher performance; 3) There was a direct positive and significant influence of teachers' self-concept on teacher performance; 4) There was a direct positive and significant influence of the principal's managerial on the teacher's self-concept; 5) There was a direct positive and significant influence of work climate on teachers' self-concept; 6) There was a direct positive and significant influence of the principal's managerial on the work climate.

Keywords: *Managerial Competence, Work Climate, Teacher's Self-Concept, Teacher Performance*

INTRODUCTION

Teacher performance is the performance demonstrated by teachers in carrying out their duties as educators. The quality of teacher performance significantly determines the quality of educational outcomes, as teachers are the parties with the most direct contact with students during the educational/learning process in educational units/schools. Teacher performance is a crucial factor in the quality of learning/education, which in turn impacts the quality of educational outcomes after completing their education at school. Various efforts have been undertaken to improve the quality of education, including improving teacher competency through training and workshops, as well as improving school learning facilities and infrastructure. This is reflected in the 2022 performance report of the Directorate General of Teachers and Education Personnel, which established three program targets with five program performance indicators.

However, in practice, improving teacher competency is not sufficient; teachers require special attention from the principal's leadership. In education, the principal's role is significant in developing the potential of teachers and students, enabling them to acquire spiritual knowledge for self-control, personality, skills, and intelligence. Perdirjen GTK No. Regulation No. 7327/B.B1/HK.03.01/2023 regulates the principal competency model, which encompasses personal, social, and professional competencies. This is used as a reference for performance assessment and ongoing principal competency development. Personality competencies encompass moral, spiritual, and emotional management skills, which play a crucial role in building a conducive school environment (Ministry of Education, Culture, Research, and Technology, 2023).

Teachers play a strategic role in the learning process and developing student potential. Therefore, it is crucial to consider factors that can influence teacher performance, particularly at the elementary education level. One factor that can influence teacher performance is the principal's managerial competency (Moreira et al., 2023). Principals with strong managerial competencies will be able to effectively manage school resources, including developing teacher potential through ongoing coaching and supervision.

Research conducted by Khuluqo in the *International Journal of Educational Technology* revealed that principal managerial competency has a significant influence on teacher performance (Khuluqo & Tenkahary, 2021). The results of this study align with a study conducted by Sari in the *Journal of Multidisciplinary Science (JIM)*, which showed that principals' managerial leadership contributes to improving teacher performance (Sari & Hasri, 2022).

In addition to the principal's managerial competence, the work climate is also a crucial factor that can influence teacher performance. A conducive work climate, characterized by harmonious relationships, a comfortable working atmosphere, and adequate support, can encourage teachers to work optimally and achieve optimal performance. A conducive work climate can enhance collaboration, motivation, and productivity among all parties involved in the educational process. In this context, principals play a crucial role in creating and maintaining a positive work climate in the school environment (Schein, 2022).

Research conducted by Rusmawati, Ghani, & Khuluqo in *Advances in Social Science, Education, and Humanities Research* found that work climate has a significant influence on teacher performance (Rusmawati et al., 2021). The results of this study align with a study conducted by Tenkahary in the *Journal of Educational Technology*, which showed that a positive work climate contributes to improved teacher performance (Khuluqo & Tenkahary, 2021).

Based on the author's initial observations at elementary schools in the Karawaci District of Tangerang City, it was found that teachers, on average, had not yet created and completed teacher administration. Although some teachers did have and created teacher administration, they did so only for supervision purposes, as most teacher administration was still in soft copy form. This phenomenon indicates the suboptimal implementation of principals' managerial skills. This is indicated by the continued presence of teachers who stated that principals' managerial skills were inadequate. Principals' supervision, not aimed at improving learning, emphasized administrative responsibilities and provided insufficient guidance to teachers. Teachers were still confused about creating learning materials, resulting in teachers simply copying and pasting lesson plans.

Another finding I found was a less than conducive work climate at the school. This was evident in the teachers frequently gathering and chatting in the staff room when they were supposed to be starting class. Several teachers stated that the work climate, particularly regarding discipline and communication between teachers, teachers, and the principal, teachers, and students, and teachers and parents, was lacking.

Based on these facts, the researcher was interested in conducting a more in-depth study of principals' managerial competencies and teacher work climate, and their influence on teacher performance. This paper, entitled: "The Influence of Principals' Managerial Competencies, Work

METHOD

This research employed a quantitative research method with a causal study approach. A causal study aims to examine the causal relationship between variables and the object under study, thus including independent and dependent variables (Sugiyono, 2021). This research will seek to establish the influence of variables, namely principal managerial competence, work climate, and teacher self-concept, on teacher performance.

Population, in short, refers to the entire research subject. A population is a collection of individuals, objects, or events that meet predetermined criteria and become the focus of the research (Sugiyono, 2021). The population in this study was all 180 public elementary school teachers in Karawaci District, Tangerang City. The stages in population selection were as follows:

- a. The target population in this study was all public elementary school teachers in Karawaci District, Tangerang City, consisting of four clusters: clusters 1, 2, 3, and 4.
- b. The researcher used a random sampling technique, thus selecting Cluster 1 as the accessible population.

In this study, researchers used nine schools with a population of 180 teachers. Using the Slovin formula, the sample size for this study was 124 teachers, and for the instrument trial, 30 teachers were selected from outside the research sample.

In this study, the data collection technique used was a questionnaire. A questionnaire is a data collection technique that involves providing respondents with a set of questions to answer (Sugiyono, 2018). Data collection was conducted by administering questionnaires to respondents, which were filled out directly regarding the principal's managerial competence, work climate, and teacher performance, also known as primary data. The questionnaire was used to obtain the necessary information and support the research.

The questionnaire used in this study was a Likert-type questionnaire, which is used to capture individuals' attitudes, opinions, and perceptions about social phenomena. In the Likert-type scale, the variables to be measured are broken down into variable indicators, which then serve as the starting point for developing instrument items in the form of questions or statements. The answers to each item have a gradation from very positive to negative, such as: always (SL), often (SR), sometimes (KD), rarely (JR), never (TP).

The data analysis technique used in this study involved several stages: descriptive statistics, classical assumption testing, and path analysis.

FINDINGS AND DISCUSSION

Based on the statistical analysis described above, the statistical values for each variable and the level of influence between them can be identified. These results serve as the basis for the research discussion, as follows:

1. The Influence of Principal Managerial Competence on Teacher Performance

The path analysis between the principal managerial competency variable (X1) and the teacher performance variable (X4) was 0.520, with a significance probability value of $p_{x4 \times 1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that the principal's managerial competency has a significant effect on teacher performance.

These results align with a study conducted by Salamah (2024), which found a significant

positive influence between principal managerial competency and teacher performance. This finding indicates that the higher the principal's managerial competency, the better the teacher's performance in carrying out their professional duties. A principal's managerial competency includes the ability to formulate the school's vision and mission, manage human resources, create a conducive work environment, and ensure optimal learning quality.

A similar study conducted by (Siregar, 2022) showed a significant influence between the principal's managerial ability and work climate. These results illustrate that the principal's ability to manage various aspects of management, such as planning, organizing, and controlling resources, significantly contributes to teacher effectiveness. Furthermore, a conducive work climate, characterized by harmonious working relationships, good communication, and a supportive work environment, also plays a crucial role in increasing teacher productivity and motivation. The synergy between the principal's managerial ability and a positive work climate creates a work atmosphere that supports the optimal achievement of educational goals.

Based on the above, it can be concluded that the principal's managerial competence significantly influences teacher performance. This is evident in the principal's ability to plan, organize, and direct resources effectively, create a conducive work environment, provide constructive supervision, and motivate teachers to improve their professionalism and learning effectiveness.

2. The Influence of Work Climate on Teacher Performance

The path analysis between the work climate variable (X2) and the Teacher Performance variable (X4) was 0.519, with a significance probability value of $p_{x3x1} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it can be concluded that work climate has a significant effect on Teacher Performance.

The results of this study align with those of a study conducted by Hafizah et al., 2024, which found a significant influence of work climate on teacher performance. A conducive work climate, characterized by harmonious working relationships, effective communication, and a supportive work environment, can increase teacher motivation, productivity, and job satisfaction. Teachers who work in a positive work environment tend to be more enthusiastic, focused on their tasks, and contribute more optimally to achieving educational goals. These findings emphasize the importance of creating and maintaining a healthy work climate to support the continuous improvement of teacher performance.

A similar study conducted by Marzuqoh et al. (2024) showed a significant influence of work climate on teacher performance. A positive work climate, such as harmonious working relationships, support between colleagues, and effective communication, encourages teachers to perform optimally. A supportive work environment also increases teachers' motivation, comfort, and commitment to their duties. These findings emphasize the importance of creating a conducive work climate to support improved teacher performance and the success of the learning process in schools.

Based on the above statement, it can be concluded that work climate significantly influences teacher performance. This can be seen in harmonious working relationships, effective communication, and a supportive work environment, all of which contribute to increased teacher motivation, productivity, and job satisfaction. A positive work climate creates a conducive atmosphere for teachers to perform optimally, which in turn impacts the quality of learning and the achievement of educational goals.

3. The Influence of Teacher Self-Concept on Teacher Performance

The path analysis between teacher self-concept (X3) and teacher performance (X4) showed a significance probability of 0.923, with a significance probability of $p_{x4x3} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that the principal's managerial competence

significantly influences teacher self-concept.

The results of this study align with those of Ningsih et al., 2020, which showed a significant relationship between self-concept and teacher performance. This suggests that teachers with positive self-concepts tend to perform better than those with negative self-concepts. Self-concept, which encompasses an individual's perception of their abilities, self-worth, and belief in their potential, plays a crucial role in building self-confidence, motivation, and work ethic.

A similar study by Safri et al., 2022, showed a significant relationship between self-concept and teacher performance. A positive self-concept enables a teacher to have confidence in their abilities, maintain good relationships with colleagues and students, and increase their commitment to optimally carrying out their duties. This study explains that teachers with a positive self-concept are more likely to demonstrate self-confidence, think creatively, and be problem-solving oriented.

Based on the statement above, it can be concluded that there is a significant influence between self-concept and teacher performance. The better the teacher's self-concept, the better the teacher's performance. Conversely, if the teacher's self-concept is less positive, the teacher's performance will also be less positive.

4. The Effect of Principal Managerial Competence on Teacher Self-Concept

The results of the path analysis between the principal's managerial competence variable (X1) and the teacher's self-concept variable (X3) are 0.175, with a significance probability value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.005 < 0.05$), it is concluded that the principal's managerial competence has a significant influence on teacher self-concept.

The results of this study align with those of Priyanti et al., 2023, which showed that principals' managerial competence significantly influences teachers' self-concept. This study revealed that principals who are competent in managing resources, motivating staff, and building effective communication can increase teachers' self-confidence and positive self-perceptions. Good managerial support also helps teachers feel valued for their contributions, thus encouraging them to continuously improve their competence and gain greater confidence in their abilities.

A similar study conducted by Siahaan et al., 2023, showed that principals' managerial competence significantly influences teachers' self-concept. Principals' managerial competence, such as the ability to plan, organize, lead, and supervise, directly contributes to the creation of a supportive work environment. Principals who are able to provide clear direction, establish effective communication, and provide professional development opportunities for teachers can increase teachers' positive self-perceptions.

The relatively small effect of principals' managerial competence on teachers' self-concept (0.175) may be due to the predominance of intrinsic factors in the formation of teachers' self-concept. According to research (Davidova et al., 2024), teacher well-being in a school environment is more influenced by individual factors such as personal motivation, teaching experience, and social support from colleagues than by the principal's leadership. This indicates that even though the principal has good managerial skills, their influence on teacher self-concept remains limited because teachers rely more on internal factors and personal experiences in building their self-confidence. Thus, although the relationship between principal competence and teacher self-concept is significant, the magnitude of the influence is still low because other factors are more dominant in the formation of self-concept.

Furthermore, the work environment and organizational culture within the school also play a significant role in shaping teacher self-concept. If a school has a supportive, collaborative environment that rewards teacher performance, teacher self-concept tends to develop positively without relying too heavily on the principal's managerial skills. According to (Davidova et al., 2024), in the context of arts education in Latvia, teachers who have good relationships with fellow teachers and receive support from the teaching community demonstrate higher levels of well-being and self-concept than those who rely solely on the principal's leadership. Therefore, the study's findings, which show a small effect,

can be explained by the significant role of social and cultural factors within the school, which have a greater influence on teacher self-concept than the principal's competence. Based on the above statement, it can be concluded that the principal's managerial competence is an important factor influencing teacher self-concept. Principals with strong managerial competence are able to create a supportive work environment, provide clear direction, and encourage teacher professional development. This contributes to increased self-confidence, positive self-perception, and work motivation for teachers. Thus, efforts to improve principals' managerial competencies require attention so that teachers' self-concept can develop optimally, ultimately positively impacting performance and learning quality.

5. The Influence of Work Climate on Teacher Self-Concept

The path analysis between the work climate variable (X2) and the teacher self-concept variable (X3) was 0.906, with a significance probability value of $p_{x3x2} = 0.000$. Since the p-value (Sig.) is smaller than α ($0.000 < 0.05$), it is concluded that work climate has a significant effect on teacher self-concept.

These research findings align with a study by Chandra & Sutarmin (2022) that found that work climate significantly influences teacher self-concept. This study demonstrated that motivation and work climate contribute to creating a better self-concept among elementary school teachers. Work climate in the educational context involves interactions that create a positive or negative work atmosphere in the school environment, including relationships between teachers, principals, and students. Research shows that a supportive work climate contributes to a better teacher self-concept, which encompasses how teachers perceive their abilities, values, and role in education.

A similar study conducted by Widyanigshih et al., 2024, found that the work climate significantly influences teacher self-concept. This study explains that when teachers feel valued, supported, and given space to innovate in a positive work environment, they tend to have a better self-perception. This increases their self-confidence, work motivation, and belief in their professional competence. Conversely, a less conducive work climate, such as conflict between colleagues, lack of support from leadership, or excessive work pressure, can negatively impact teachers' self-concept, thus affecting their performance and dedication.

Based on the above, it can be concluded that the work climate has a positive and significant influence on teacher self-concept. A healthy and supportive work climate is crucial for fostering the development of a more positive teacher self-concept, which ultimately impacts the effectiveness of the learning process.

6. The Influence of Principal Managerial Competence on Work Climate

The path analysis between the principal's managerial competence (X1) and the work climate (X2) showed a significance probability of 0.830, with a significance value of $p_{x2x1} = 0.000$. Since the p-value (Sig.) is less than α ($0.000 < 0.05$), it is concluded that the principal's managerial competence significantly influences the work climate.

These results align with a study by Miyono & Nanik (2021), which showed a positive and significant influence between the principal's managerial competence and the work climate. This study explains that a competent principal can build a harmonious work culture, support open communication, and demonstrate appreciation for teachers and staff. Such a work climate creates a positive atmosphere in the school environment, which ultimately increases work enthusiasm, collaboration, and motivation among teachers and staff.

A similar study conducted by Ariyanti et al., 2020, found a positive and significant influence between the principal's managerial skills and the work climate. This finding indicates that the better a

principal's managerial skills, the more conducive the work climate created within the school. A principal's managerial skills encompass the ability to plan, organize, direct, coordinate, and evaluate various aspects of school operations. A principal who is able to implement management functions effectively can create a comfortable, productive work environment that supports collaboration between teachers and staff.

Based on the above, it can be concluded that a principal's managerial skills have a significant influence on the work climate. A positive work climate is characterized by harmonious relationships between individuals, a supportive work atmosphere, and a sense of trust in leadership. Therefore, this study emphasizes the importance of principal managerial training and development to improve the quality of the work climate, which ultimately impacts teacher performance and student learning outcomes.

CONCLUSION

Based on the research results and discussion, several important conclusions can be drawn as follows:

1. There is a direct positive and significant influence of principal managerial competence on the performance of elementary school teachers in Karawaci District, Tangerang City. The path analysis between principal managerial competence (X1) and teacher performance (X4) is 0.520, with a significance probability value of $p_{x4x1} = 0.000$.
2. There is a direct positive and significant influence of work climate on the performance of elementary school teachers in Karawaci District, Tangerang City. The path analysis between work climate (X2) and teacher performance (X4) is 0.519, with a significance probability value of $p_{x4x2} = 0.000$.
3. There is a direct positive and significant influence of teacher self-concept on the performance of elementary school teachers in Karawaci District, Tangerang City. The path analysis between teacher self-concept (X3) and teacher performance (X4) is 0.923, with a significance probability value of $p_{x4x3} = 0.000$.
4. There is a positive and significant direct influence of principal managerial competence on the self-concept of elementary school teachers in Karawaci District, Tangerang City, as shown in the path analysis between the principal's managerial competence variable (X1) and the teacher self-concept variable (X3) of 0.175, with a significance probability of $p_{x3x1} = 0.005$.
5. There is a positive and significant direct influence of work climate on the self-concept of elementary school teachers in Karawaci District, Tangerang City, as shown in the path analysis between the work climate variable (X2) and the teacher self-concept variable (X3) of 0.906, with a significance probability of $p_{x3x2} = 0.000$.
6. There is a positive and significant direct influence of principal managerial competence on the work climate of elementary school teachers in Karawaci District, Tangerang City, as shown in the path analysis between the principal's managerial competence variable (X1) and the work climate variable (X2) of 0.830, with a significance probability of $p_{x2x1} = 0.000$.

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